

Undergraduate Program-Specific Student Learning Outcome and Success Annual Report

I. Program Information

Program/Department: Education – Early Childhood, Elementary, Middle School Programs, Moderate Disabilities (PreK-8 and 5-12), Severe Disabilities
 Department Chair: Nancy Murray
 Department Assessment Committee Contact: Robert Shapiro

II. Program-Specific Student Learning Outcomes (Educational Objectives)

List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

Program SLO	Expected Timing of assessment (annual, semester, bi-annual, etc.)
1. Candidate Disposition – students will receive scores of at least 90% 3s and 4s on all candidate dispositions completed during the practicum experience.	Bi-annual
2. Lesson Plan Rubrics – on the final lesson plan (lesson plan #3) submitted during the practicum, students will receive at least 90% 3s and 4s on the lesson plan rubric.	Bi-annual
3. Teacher Work Sample – 90% of students will earn a 2 or 3 in each of the components of rubrics for Contextual Factors, Learning Goals, Assessment Plan, Design for Instructional Rubric, Instructional Decision Making, Analysis of Learner Learning, and Reflection & Self-Evaluation.	Bi-annual
4. Candidate Assessment of Performance – in the six elements of the CAP (well-structured lessons; adjustment to practice; meeting diverse needs; safe learning environment; high expectations; reflective practice), 90% of candidates will earn a 2 or 3 in each element.	Bi-annual

III. SLO Assessment (Please report on the SLO's most recently reviewed)

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
1	Candidate Disposition	Practicum	All
2	Lesson Plan Rubric	Practicum	All
3	Teacher Work Sample Rubric Sections 1-7	Practicum	All
4	Candidate Assessment of Performance	Practicum	All

IV. Summary of Findings: Briefly summarize the results of the assessments reported in Item III above and how do these compare to the goals you have set?

<p>Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>What changes have been made as a result of using the data/evidence?</p>
<p>Aggregated & disaggregated data, portfolio of key assessments, licensure examinations</p>	<p>Data are compiled bi-annually, aggregated and disaggregated for review by the Education Unit and department, as a whole and by program.</p>	<p>Added MTEL supports, coordination of coursework to ensure that areas of weakness are sufficiently addressed prior to practicum, changes to program sequence, focus, and content, increase in use of technology, increased coaching</p>

V. SSC Data

Indicate a student success performance measure(s) that the department identified as a key measure that it wants to improve. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
Bottleneck courses – following the first two courses (D&D and Foundations), students do not progress to the third course in the sequence until passage of C&L MTELS	This impacts students being able to continue as an Education major and graduate on time	Allowing students to take the third course in the sequence if they can provide evidence they have registered for the C&L MTELS (not contingent on passing the MTELS)	
Passage of C&L MTELS	This is a requirement for teacher licensure	Workshop for C&L MTELS over the summer before enrolling as Freshmen Existing MTEL Prep Course (MTEL 001) for all Freshmen and transfer students	

VI. Phase I Data

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase 1 data).

Number of graduates, number of majors, credit production, substitutions etc.

Department Performance Measure (data point from Phase 1)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
Entering freshmen taking education classes who continue to complete stage 1 review	Requirement for licensure as an educator	Modifications to C&L MTEL requirements, MTEL Preparation course	% passage of Stage 1 Elem: 76% ECE: 68% Middle: 85% SPED: Mod PK-8:81% Mod 5-12:86% Severe:81%/ Increasing each program by 30%
	Requirement for licensure as an educator	MTEL Preparation, enhancements to curriculum to allow for greater success at pre-practicum level, MTEL scholarships	
Stage 2 review completers who obtain licensure	Requirement to be an educator	Ongoing support during practicum process; action plans to ensure success (e.g., increased supervision, faculty interventions)	% passage of Stage 2 Elem: 59% ECE: 37%

			Middle: 85% SPED: Mod PK-8:57% Mod 5-12:17% Severe: 47%/ Increasing each program by 30%

VII. Activities and Adjustments to/Deviation from the Department Assessment Plan

Describe any changes in the assessment plan including new SLOs, new assessments.

Continuing with current assessment plan, with ongoing review and analysis of data to determine if additional areas need to be evaluated/adjusted.